



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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these first fragments of Peterkin's experiences, all his life was fore-shadowed. Wonder, delight, longing, laughter—the four winds of childhood,—these blew for him through his first few years, through childhood and boyhood and youth." He is a man now we are told, and his mind is a storehouse of all that is most beautiful and marvellous in the Celtic Wonder-world. Of the tales of old time which he loved, none pleased him so much as those three familiar throughout Ireland and Gaelic Scotland,—the Four White Swans, the Fate of the Sons of Turem, and Darthool and the Sons of Usna. We are grateful to Miss Fiona McLeod for her graceful rendering of these three ancient Gaelic tales. She tells us that they have often been retold in prose and verse, but perhaps to her has been left the honour of presenting them in their sadness and their gladness to the children of the Sassenach. The illustrations by Sunderland Rollinson are "mystic wonderful," as befits the tales. An imaginative child would revel in this book, all the more that the tales are the legends of a people.

The Monkey that would not Kill. Stories by Henry Drummond. Illustrations by Lewis Wain (Hodder & Stoughton, 2/6). In a graceful preface, Lady Aberdeen tells us the origin of this little book: how Professor Henry Drummond helped the editors of *Wee Willie Winkie* (herself and her daughter, Lady Marjorie Gordon) by writing a story to make up for a contributor who failed to send his copy. We commend this particular monkey to all the boys and girls of our acquaintance. What he goes through, what he does, and the nice wholesome nature he shows, are matters beyond belief if told in any words of ours. It takes Professor Drummond to enter into the spirit of the thing, and we find in this little book just one more cause of regret that we have lost a man who understood so well all the ins and outs of boys and men and monkeys.

Introduction to Standard Botany. Part I.—Flowering Plants (4th Edition), by D. H. Scott, M.A., Ph.D., F.R.S., &c., &c. Here the hard facts of plant life are all brought into relation with three well-known figures of the plant world—the Wallflower, the Madonna Lily, and the Spruce Fir. A lucid style and excellent diagrams facilitate the comprehension of the complicated processes of growth and reproduction; and tempt a student to read continually onwards. Though the author thinks that Natural Science should not be regarded as an easy subject, that it requires the use of brains as much as Euclid or Algebra, this little book is easier to follow in matters of the newest knowledge than some of the larger works.

Ancient Classics. Edited by the Rev. W. L. Collins, M.A. (Blackwood & Sons, 1/-). We have already said so much in praise of this edition of the *Ancient Classics for English Readers*, that we must content ourselves with short notices of the four volumes just received:—

Lucian, a very copious writer (born about A.D. 120), is less well known by English translations than other Greek dramatists. Mr. Collins has rendered some specimens of the "Dialogues of the Dead" with great spirit, and gives us a pleasing introduction to a sparkling and graceful author.

The Greek Anthology, by Lord Neaves. The Editor's introduction to the collection of poems by various authors, known as *The Greek*

Anthology, enlists our sympathies; it is pleasant to know that dark hours of both Dr. Johnson and Cowper were solaced and amused by these classic lyrics. The poems are arranged under various heads, such as sepulchral, literary and artistic, witty and satirical. Of the satirical *jeux d'esprit* this is a specimen:—

"Men die when the night-raven sings or cries:
But when Dick sings, e'en the night-raven dies."

Tacitus, by W. B. Doune. The historian Tacitus is known to us, not only by his history and his annals, but by his inspiring life of his father-in-law, Agricola, and for his graceful and enduring friendship with Pliny the younger. He laments that it did not fall to him to write the annals of heroic days, but he perhaps underestimates the interest to the reader of his own work. Mr. Doune's summary of the *Life of Agricola* is specially interesting to English readers in affording a glimpse into the manner in which the Government of Britain was administered by an able Roman general.

Plato, by Clifton Collins, M.A. We have no hesitation in saying that everyone who has not already made a more comprehensive study of the Dialogues, should make diligent use of this little manual. The scope and the drift of each dialogue is set forth with great ability; most of the translations are from Jowett. The progressive thought of mankind is for ever vibrating between the two poles of the material and the spiritual. In these days when the Platonic philosophy is once more leavening common thought, it is well that we should know the origin of current ideas. Mr. Collins' sketch of Plato's life is delightful reading.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR.—I should be glad to know whether any of your readers could recommend a French family in France, to whom I could either take or send my son, a schoolboy of 14, during the Easter holidays. His knowledge of French is very limited; I should, therefore, prefer a place where there are no other English boarders. All particulars as to cost, food, teaching, and society, would be gratefully received by me.

Yours truly,

EMILY RICKETTS.

DEAR EDITOR,—I shall be so grateful to any readers of the *Parents' Review* who could kindly give me the names of some really useful books for a boy of twelve. Something in the style of *St. Winifred's*, by Dean Farrar. There are so many books of adventure, etc., but few describing any inspiring characters in every-day life (school-boy life for choice) which a boy might unconsciously copy through admiring them. My boy is especially impatient of any direct "preaching" in a book. I find so few books written in an interesting, stirring, manly way, such as boys admire,

with a good and decided religious tone through all. If the latter is introduced it generally is far-fetched, and unnatural. Can anyone kindly say if they know if *Plutarch's Greek Lives* has been arranged for children's reading, just the *interesting* bits picked out from the good translations? also, which is the best inexpensive family edition of Shakespeare, or extracts for a child's library? In case any mother may wish to hear of a well-written story for school boys of any age, I may mention *The Queensbury Cup* by Clive Phillips-Wooley (Methuen), and as a history book, I have lately got Barne's *Brief History of Ancient, Medieval, and Modern Peoples* (American Book Co., New York), about 5/-. The black-board analysis given with each section is helpful, and the illustrations and maps just what we want to make us at home in the land.

I only wish I could hear of a history of England written on the same lines, viz, bright and "gossipy," about the great characters and heroes of history, avoiding the usual plethoric amount of unnecessary names and details.—Please forgive length of my letter,

Yours truly,

JOSEPHINE PORTER.

DEAR EDITOR,—Perhaps some readers of the *Parents' Review* may be interested to know of some work carried on at Croydon during three years past amongst the young members of the Grantham Habitation of the Primrose League. It was thought that an organisation, numbering some hundreds of children, of various classes, from the ages of eight to sixteen, might be turned to educational account; with regard to such subjects as patriotism, loyalty, and citizenship. The experiment was tried, first of giving questions for competition in three divisions, according to age. The first year there were twenty-six competitors, the second, forty-two, and this year, when an essay was given upon the "Life and Reign of Queen Victoria," there are fifty-five. The interest shewn has been great, both by parents and children, and the work done most encouraging, whilst some of the papers reached a really high standard. Prizes have been offered by ladies interested in the subject, three being given in each division. We regard this movement as of high value, from many points of view, and believe that it has stimulated thought and encouraged research amongst the children, upon questions of high moment to their future life and to the empire at large.

Could not this example be followed by others, not necessarily members of the Primrose League? I shall be glad to give any further information to those desiring it, and am,

Yours faithfully,

Aldwick House, Bognor.

CATHERINE F. KITCHING.

DEAR EDITOR,—Educational topics have been more prominent of late in the daily papers than in the monthly magazines from which I generally glean. I would especially note the articles in the *Daily Mail* during December, in which Mr. H. G. Wells exposes, wittily and pitilessly, the futility of so many of our secondary schools, especially of those that pride themselves on their "commercial" education. Their Latin and Greek are badly taught, but their so-called "commercial" subjects, shorthand,

book-keeping and the like, are not only still worse, but even if these were well taught, they would not be of the slightest value in the making of an efficient man. In the discussion to which these articles gave rise, these charges were shown to be well-founded, and Professor Sylvanus Thompson endorsed Mr. Wells' strictures, particularly in the matter of science teaching, and urged again the need of a real University of London, instead of the examination board that at present usurps that title.

I cut out several other articles from various papers, amongst them being one in the *Times*, à propos of the Headmasters' Conference, discussing the position that *Brod-Studien* should take in a scheme of education; two articles in the *Westminster Gazette*, on "The Reading of Boys" and "The Reading of Girls," by J. A. Steuart, and a speech by the Bishop of London to the Ruridecanal Conference of Spitalfields, when he said that "the time had come when the conspiracy of silence among Christians on the subject of purity must be abandoned, and Christian children must be taught, as well as those of Jewish parents,—who lead the purest lives—the laws of elementary physiology. The clergy should speak to boys separately in preparing them for confirmation, and addresses should be given them by some Christian physician." The Dean of Norwich, who made an impassioned speech on this subject at Exeter Hall about the same time, when at Liverpool adopted the plan recommended by the bishop, Dr. Nevins, a physician of European reputation, giving addresses at his house.

Best of all are the "Personal Recollections of Arthur H. Hallam," by the Right Hon. W. E. Gladstone, in the *Daily Telegraph*, of January 5th, where the venerable statesman, drawing upon his memories of 70 years ago, draws a delightful picture of an almost perfect school-boy. The whole will be widely read, but I may, perhaps, be allowed to quote the following gem:—"Arthur Hallam's life at Eton was certainly a very happy life. He enjoyed work, he enjoyed society, and games, which he did not enjoy, he contentedly left aside. His temper was as sweet as his manners were winning. His conduct was without a spot or even a speck. He was that rare and blessed creature, *anima naturaliter Christiana*. All this time his faculties were in course of rapid, yet not too rapid development. He read largely, and, though not superficially, yet with an extraordinary speed. He had no high, ungenial or exclusive ways, but heartily acknowledged and habitually conformed to the republican equality long and happily established in the life of our English public schools. . . . Happy the time and place had all of us been like Arthur Hallam!"

I have left myself little space in which to speak of the *Nineteenth Century* for this month, which contains much to interest us. Princess Kropotkin gives a brightly written account of the struggle that women have been making in Russia during the last fifty years for higher education and the measure of success that has attended their efforts; Mr. R. E. Prothero tells the story of Byron's childhood and school-days; and Professor Michael Foster's address on education at the opening of a Technical Institute I should like to summarize very fully, but must forbear.

The sketch of Ruskin's training and life-work, in the *Review of Reviews* for this month, will certainly not be overlooked by anyone.

January 17th, 1898.

PATER JUNIOR.